




**PHIL BREDESEN**  
GOVERNOR

STATE OF TENNESSEE  
**DEPARTMENT OF EDUCATION**  
DIVISION OF SPECIAL EDUCATION  
5<sup>TH</sup> FLOOR, ANDREW JOHNSON TOWER  
710 JAMES ROBERTSON PARKWAY  
NASHVILLE, TN 37243-0380

**LANA C. SEIVERS, Ed.D.**  
COMMISSIONER

## MEMORANDUM

**To:** Special Education Supervisors  
**From:**  Nan McKerley  
**Date:** November 17, 2003  
**Subject:** December Census Reporting for Systems Not Using the Census Program

It's almost time to report your December, 2003 Census and October Court Report. Please complete the attached reports. Also, ensure that the Director's Signature Page for verification of information is included with your reports. Once the required child counts are submitted to Washington, the individual school system/agency counts can not be revised upward. A copy of the December 1 data file must be maintained by the school system/agency for use in monitoring and census verification. Please remember that federal funds are generated from the data you submit for December; therefore, the accuracy of this report is of utmost importance.

It is important to ensure students are not duplicated on the December census. The statewide census data will be searched for duplicate students after the December census is received. An explanation will be requested on all students that appear to be reported more than once. Remember to compare your December 1, 2003 count against your December 1, 2002 count to ensure there is not a significant discrepancy. Please note that the October Data Report should include information from October 1, 2003.

*Please remember that your federal allocation is dependent upon your December census being received in this office on time.* Your December census/October data reports are due no later than **Friday, December 12, 2003.** Recently, we hired Terry Long, who will be responsible for the census report and division data collection. I hope all of you will have the opportunity to work with her soon! Please mail a copy of this report to her at the following address:

Terry Long, Director of Data Services  
Division of Special Education  
Department of Education  
5<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0380

If you have questions related to special education content issues (i.e., how to count students for funding purposes, court report date) call Terry Long, Director of Data Services at (615) 532-3262.

nm/bt

Enclosure

cc: Joseph Fisher                      Management Consultants  
Terry Long                              Compliance Consultants

**December 1, 2003 CENSUS**

**OF**

**CHILDREN AND YOUTH WITH DISABILITIES**

**Due: December 12, 2003**

**Please return the attached forms to:**

**Terry Long  
Tennessee Department of Education  
Division of Special Education  
5<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0380**

**The information provided on the following forms are accurate and documentation is available for review to support this data.**

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**System Name**

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**Director's Signature**

---

**Date**

---

**System #**

**TABLE I**  
**REPORT OF CHILDREN AND YOUTH WITH DISABILITIES**  
**RECEIVING SPECIAL EDUCATION**  
**UNDER PART B OF THE INDIVIDUALS WITH**  
**DISABILITIES EDUCATION ACT, AS AMENDED**

**DECEMBER 1, 2003**

**General Instructions**

1. Count and report all children with disabilities receiving special education and related services according to an individualized education program or **service plan**<sup>1</sup>. This must be an unduplicated count (i.e., each child with a disability is represented only once on this data table except in the totals). All totals must represent the sum of the preceding rows or columns. Where data cells contain no numerical value, place zeros (0).
2. The count is to be taken as of December 1 or the last Friday of October. Children ages 3 – 5 and 6-21 must be reported according to their disability category and discrete age year based upon each child's age as of the data collection date. Children with more than one disability category must be reported as having multiple disabilities or deaf-blindness, as appropriate. Children ages 3-5 and ages 6-21 should be reported by their race/ethnicity and disability category. Children who are "developmentally delayed" are only reported for ages 3 through 9.

**Specific Instructions**

**Section B**

Section B consists of two tables. In Table B-1, indicate for each discrete age and type of disability the number of children receiving special education and related services according to an individualized education program.

In Table B-2, report the total number of students with disabilities ages 3-5 by disability condition and race/ethnicity categories.

Enter an unduplicated number of all children with disabilities ages 3-5 by race/ethnicity category. The race/ethnicity categories are defined as follows:

American Indian or Alaska  
Native

A person having origins in any of the original peoples of  
North and South America (including Central America), and  
who maintains tribal affiliation or community recognition.

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<sup>1</sup> Children enrolled in private school by a parent, but who are still receiving special education services through the LEA, may have a service plan rather than an IEP. These children should be included in the child count

Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
Total	The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in one race/ethnicity category.

### **Section C**

Indicate for each age category and type of disability the number of children receiving special education and related services according to an individualized education program.

### **Section D**

Report the total number of students with disabilities ages 6-21 by disability condition and race/ethnicity categories. Use the race/ethnicity categories defined under Section B. Note that students may only be reported in one race/ethnicity category.

**Note:** The grand total in Section D must be the same as the grand total of 6-21 year olds in Section C of Table 1.

### **Section E**

This page is for State Department use only.

TABLE 1  
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
2003

SECTION A

COUNT DATE:	_____	_____	_____
	MONTH	DAY	YEAR

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

2003

FORM EXPIRES: 7/31/2004

STATE: TENNESSEE

SECTION B

B-1. NUMBER OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION				
AGE AS OF DATA COLLECTION DATE				
DISABILITY	3	4	5	3-5 (Actual Data)
MENTAL RETARDATION				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS				
VISUAL IMPAIRMENTS				
EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS				
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM				
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY*				
TOTAL: (Sum of all the above)				

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION B (Continued)

B-2. RACE/ETHNICITY OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION						
RACE/ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION C

NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION						
AGE AS OF DATA COLLECTION DATE						
DISABILITY	6	7	8	9	10	11
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: \_\_\_\_\_



REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION C (Continued)

NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION						
AGE AS OF DATA COLLECTION DATE						
DISABILITY	12	13	14	15	16	17
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION C (Continued)

NUMBER OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION							
AGE AS OF DATA COLLECTION DATE DISABILITY	18	19	20	21	6-21 (Actual Data)	22 + (Optional)	6-22 + (Optional)
MENTAL RETARDATION							
HEARING IMPAIRMENTS							
SPEECH OR LANGUAGE IMPAIRMENTS							
VISUAL IMPAIRMENTS							
EMOTIONAL DISTURBANCE							
ORTHOPEDIC IMPAIRMENTS							
OTHER HEALTH IMPAIRMENTS							
SPECIFIC LEARNING DISABILITIES							
DEAF-BLINDNESS							
MULTIPLE DISABILITIES							
AUTISM							
TRAUMATIC BRAIN INJURY							
DEVELOPMENTAL DELAY*							
TOTAL: (Sum of all the above)							

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION D

RACE/ETHNICITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION						
RACE/ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 7/31/2004

2003

REPORT DUE NO LATER THAN FEBRUARY 1

STATE: TENNESSEE

SECTION E – CERTIFICATION

I CERTIFY that these data represent an accurate and unduplicated count of children with disabilities receiving special education and related services on either December 1 or the last Friday in October.

AUTHORIZING OFFICIAL

NAME AND TITLE (TYPE OR PRINT)

SIGNATURE

DATE OF SIGNATURE

No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by 20 U.S.C. 1411 (d)(1); 1418(a)(1)(A)(i); 1402

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

TABLE 3

**PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS**

**2003-2004 SCHOOL YEAR**

**General Instructions**

In Section A, enter an unduplicated count of all children with disabilities ages 3-5 served under the IDEA, Part B program, by discrete age year and educational environment. In Section B, enter an unduplicated count of all children with disabilities ages 3-5 served under the IDEA, Part B program, by educational environment and disability category.<sup>1</sup> In Section C, enter an unduplicated count of all children with disabilities ages 6-21 served under the IDEA, Part B program, by age category and educational environment. Data on children and youth ages 6-21 must be provided by disability category.<sup>1</sup>

This table does not require a separate, certified count of children. *However, it is intended to reflect the number of the children receiving services, reported by the appropriate environment category, on the date of the child count.* All counts should represent the setting in which children with disabilities have been placed for educational services. *The counts reported in Sections D and E must be included in counts of Section A or C.* Place zeros in categories where cells contain no numeric values.

**Specific Instructions**

**Section A: Educational Environments of Children with Disabilities Ages 3-5**

***ENTER AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5  
SERVED UNDER IDEA, PART B, BY DISCRETE AGE YEAR AND EDUCATIONAL PLACEMENT.***

**Row A:**                      **Early Childhood Setting.** *Unduplicated* total who received ALL (100%) of their special education and related services in educational programs designed primarily for children without disabilities. No **special** education or related services are provided in separate special education settings. This may include, but is not limited to **special education and related services provided in:**

- regular kindergarten classes;
- public or private preschools;
- Head Start Centers;
- child care facilities;
- preschool classes offered to an eligible pre-kindergarten population by the public school system;
- home/early childhood combinations;
- home/Head Start combinations; and
- other combinations of early childhood settings.

<sup>1</sup> Children who are “developmentally delayed” are only reported for ages 3 through 9.

<b>Row B:</b>	<p><b>Early Childhood Special Education Setting.</b> <i>Unduplicated</i> total who received <u>ALL</u> (100%) of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No <b>special</b> education or related services are provided in early childhood settings. This may include, but is not limited to <b>special education and related services provided in:</b></p> <ul style="list-style-type: none"> <li>• special education classrooms in regular school buildings;</li> <li>• special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and</li> <li>• special education classrooms in trailers or portables outside regular school buildings.</li> </ul>
<b>Row C:</b>	<p><b>Home.</b> <i>Unduplicated</i> total who received all of their special education and related services in the principal residence of the child’s family or caregivers.</p>
<b>Row D:</b>	<p><b>Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting.</b> <i>Unduplicated</i> total who received <b>special education and related</b> services in multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children <i>without</i> disabilities, and (2) special education and related services are provided in programs designed primarily for children <i>with</i> disabilities. This may include, but is not limited to <b>special education and related services provided in:</b></p> <ul style="list-style-type: none"> <li>• home/early childhood special education combinations;</li> <li>• Head Start, child care, nursery school facilities, or other community-based settings <b>and</b> outside of the regular class <b>combinations</b> ;</li> <li>• regular kindergarten classes <b>and</b> outside of the regular class <b>combinations</b> ;</li> <li>• separate school/early childhood combinations, and</li> <li>• residential facility/early childhood combinations.</li> </ul>
<b>Row E:</b>	<p><b>Residential Facility.</b> <i>Unduplicated</i> total who received all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.</p>
<b>Row F:</b>	<p><b>Separate School.</b> <i>Unduplicated</i> total who received all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities.</p>
<b>Row G:</b>	<p><b>Itinerant Service Outside the Home.</b> <i>Unduplicated</i> total who received all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). (This row does not include children receiving services at home; those children are</p>

reported in row C.) These services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting.

**Row H:** **Reverse Mainstream Setting.** *Unduplicated* total who received all of their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

**Row I:** **Total.** The sum of rows A through H.

The order of the categories for preschoolers ages 3-5 does *not* reflect a continuum from least to most restrictive. The categories are alphabetical, with optional categories listed last.

### **Section B: Educational Environments of Children with Disabilities Ages 3-5 by Disability**

ENTER AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND DISABILITY CATEGORY. The categories reported in this section must sum to the total reported in Section A.

Use the environment categories defined under Section A.

### **Section C: Educational Environments of Children with Disabilities Ages 6-21**

ENTER AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 6-21 SERVED UNDER THE IDEA, PART B PROGRAM, BY AGE CATEGORY AND EDUCATIONAL ENVIRONMENT. THE TOTAL LINE ONEACH TABLE MUST EQUAL THE SUM OF THE DISABILITY CATEGORIES.

To calculate the percentage of time outside the regular classroom, divide the number of hours the youth receives special education and related services outside the regular classroom by the *total number of hours in a school day*.

**Home-schooled students who receive special education and related services provided by the local educational agency should be counted in columns A, B, or C. For these students, the number of hours outside the regular classroom is the number of hours the youth spends in separate special education environments (e.g. resource rooms, self-contained special education classrooms, separate schools).**

**Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent with non-disabled peers.**

**Column A:** **Special education outside regular class less than 21 percent of day.** *Unduplicated* number of children with disabilities receiving special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or

- regular class with special education services provided in resource rooms.

**Column B:**

**Special education outside regular class at least 21 percent of day and no more than 60 percent of day.** *Unduplicated* total includes children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the schoolday. This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource room with part-time instruction in a regular class

**Column C:**

**Special education outside regular class more than 60 percent of day.** *Unduplicated* total includes children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include children who received education programs in public or private separate day or residential facilities. This category may include children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

**Column D:**

**Public separate school** *Unduplicated* total who received education programs in public separate day school facilities. **This** includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public separate **schools**. This may include children and youth placed in:

- public day schools for students with disabilities; or
- public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.
- **Public residential facilities if the student does not live at the facility.**

**Column E:**

**Private separate school** *Unduplicated* total who received education programs in private separate day school facilities. **This** includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in private separate **schools**. This may include children placed in:

- private day school for students with disabilities; or
- private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day



- **private residential facilities if the student does not live at the facility.**

**Column F:**

**Public residential facility** *Unduplicated* total who received education programs **and lived** in public residential facilities **during the work week**. **This** includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public residential facilities. This may include children placed in:

- public residential school for students with disabilities; or
- public residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school building for the remainder of the school day.
- **Do not include students who received education programs at the facility, but do not live there.**

**Column G:**

**Private residential facility** *Unduplicated* total who received education programs **and lived** in private residential facilities **during the school week**. **This** includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities. This may include children placed in:

- private residential schools for students with disabilities; or
- private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.
- **Do not include students who received education programs at the facility, but do not live there.**

**Column H:**

**Homebound/Hospital** *Unduplicated* total who received education programs in homebound/hospital placement includes children with disabilities placed in and receiving special education and related services in:

- hospital programs, or
- homebound programs.
- **Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.**

**Section D: Duplicative Count of Children with Disabilities Served in Correctional Facilities**

Indicate for each type of disability category the number of children reported in Sections A and C who are receiving special education in correctional facilities. DATA REPORTED IN SECTION C ARE A DUPLICATED COUNT OF SECTIONS A AND C. These data are intended to be a count of all children receiving special education in:

- short-term detention facilities (community-based or residential), or

- correctional facilities.

### **Section E: Duplicative Count of Children with Disabilities Enrolled in Private Schools Not Placed or Referred by Public Agencies**

ENTER THE TOTAL NUMBER OF CHILDREN WITH DISABILITIES REPORTED IN SECTION A AND C who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid thorough private resources, and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. (A private institution or school is a school NOT under Federal or public supervision or control and may be non-profit or proprietary).

### **Sections F and G: Race/Ethnicity of Children with Disabilities Served under IDEA, Part B**

***ENTER AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES SERVED UNDER IDEA, PART B BY RACE/ETHNICITY AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION F MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION A, AND THE TOTAL DATA REPORTED ON EACH LINE IN SECTION G MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION C.***

The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Total	The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in **one** race/ethnicity category.

**Section H: Duplicative Count of the Race/Ethnicity of Children with Disabilities Served under IDEA, Part B in Correctional Facilities and Parent-Initiated Private Schools**

ENTER THE RACE/ETHNICITY DATA FOR STUDENTS REPORTED IN SECTIONS D AND E.

Use the race/ethnicity categories defined under Sections F and G. Note that children can only be reported in one race/ethnicity category.

TABLE 3

OMB NO.: 1820-0517

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION A: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5

EDUCATIONAL ENVIRONMENT:	AGE			
	3	4	5	TOTAL
(A) EARLY CHILDHOOD SETTING				
(B) EARLY CHILDHOOD SPECIAL EDUCATION SETTING				
(C) HOME				
(D) PART-TIME EARLY CHILDHOOD/PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING				
(E) RESIDENTIAL FACILITY				
(F) SEPARATE SCHOOL				
(G) ITINERANT SERVICE OUTSIDE THE HOME (OPTIONAL)				
(H) REVERSE MAINSTREAM SETTING (OPTIONAL)				
(I) TOTAL				

ED FORM: 869-4

The order of the categories does not reflect a continuum from least to most restrictive. The categories are alphabetized, with the exception of the two optional categories, which are listed at the end.

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION B: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5

EDUCATIONAL ENVIRONMENT :	(A) EARLY CHILDHOOD SETTING	(B) EARLY CHILDHOOD SPECIAL EDUCATION SETTING	(C) HOME	(D) PART-TIME EARLY CHILDHOOD/PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING
DISABILITY	AGES 3-5			
MENTAL RETARDATION				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS				
VISUAL IMPAIRMENTS				
EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS				
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM				
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY*				
TOTAL: (Sum of all of the above)				

ED FORM: 869-4

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION B: (Continued) EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5

	(E) RESIDENTIAL FACILITY	(F) SEPARATE SCHOOL	(G) ITINERANT SERVICE OUTSIDE THE HOME (OPTIONAL)	(H) REVERSE MAINSTREAM SETTING (OPTIONAL)
EDUCATIONAL ENVIRONMENT :				
DISABILITY	AGES 3-5			
MENTAL RETARDATION				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS				
VISUAL IMPAIRMENTS				
MOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS				
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM				
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY*				
TOTAL: (Sum of all of the above)				

ED FORM: 869-4

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION C: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 6-21

EDUCATIONAL ENVIRONMENT:	(A) CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS LESS THAN 21 PERCENT OF DAY BY AGE CATEGORY			(B) CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS AT LEAST 21 PERCENT OF DAY BUT NO MORE THAN 60 PERCENT OF DAY BY AGE CATEGORY		
	(1) 6-11	(2) 12-17	(3) 18-21	(4) 6-11	(5) 12-17	(6) 18-21
DISABILITY						
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL:						

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION C: (Continued)

EDUCATIONAL ENVIRONMENT:	(C) CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE REGULAR CLASS FOR MORE THAN 60 PERCENT OF DAY BY AGE CATEGORY			(D) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PUBLIC SEPARATE SCHOOL BY AGE CATEGORY		
	(7) 6-11	(8) 12-17	(9) 18-21	(10) 6-11	(11) 12-17	(12) 18-21
DISABILITY						
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL:						

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_



TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION C: (Continued)

EDUCATIONAL ENVIRONMENT:	(E) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PRIVATE SEPARATE SCHOOL BY AGE CATEGORY			(F) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PUBLIC RESIDENTIAL FACILITY BY AGE CATEGORY		
	(13) 6-11	(14) 12-17	(15) 18-21	(16) 6-11	(17) 12-17	(18) 18-21
PHYSICAL DISABILITIES						
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL:						

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION C: (Continued)

EDUCATIONAL ENVIRONMENT:	(G) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PRIVATE RESIDENTIAL FACILITY BY AGE CATEGORY			(H) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN HOMEBOUND/HOSPITAL PLACEMENT BY AGE CATEGORY		
	(19) 6-11	(20) 12-17	(21) 18-21	(22) 6-11	(23) 12-17	(24) 18-21
DISABILITY						
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL:						

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION D: *DUPLICATED COUNT* OF CHILDREN WITH DISABILITIES  
SERVED IN CORRECTIONAL FACILITIES

	CHILDREN WHO RECEIVED SPECIAL EDUCATION IN CORRECTIONAL FACILITIES
EDUCATIONAL ENVIRONMENT:	
DISABILITY	THROUGH AGE 21
MENTAL RETARDATION	
HEARING IMPAIRMENTS	
PEECH OR LANGUAGE IMPAIRMENTS	
VISUAL IMPAIRMENTS	
EMOTIONAL DISTURBANCE	
ORTHOPEDIC IMPAIRMENTS	
OTHER HEALTH IMPAIRMENTS	
SPECIFIC LEARNING DISABILITIES	
DEAF-BLINDNESS	
MULTIPLE DISABILITIES	
AUTISM	
TRAUMATIC BRAIN INJURY	
DEVELOPMENTAL DELAY*	
TOTAL:	

SECTION E: *DUPLICATED COUNT* OF CHILDREN WITH  
DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT  
PLACED OR REFERRED BY PUBLIC AGENCIES

CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES
AGES 3-21
TOTAL

States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

D FORM: 869-4

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

2003

FORM EXPIRES: 7/31/2004  
STATE: TENNESSEE

SECTION F: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY					
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL
1) EARLY CHILDHOOD SETTING						
3) EARLY CHILDHOOD SPECIAL EDUCATION SETTING						
2) HOME						
4) PART-TIME EARLY CHILDHOOD/ PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING						
5) RESIDENTIAL FACILITY						
7) SEPARATE SCHOOL						
3) ITINERANT SERVICE OUTSIDE THE HOME (OPTIONAL)						
4) REVERSE MAINSTREAM SETTING (OPTIONAL)						
6) TOTAL (OF COLUMNS)						

ED FORM: 869-4

The order of the categories does not reflect a continuum from least to most restrictive. The categories are alphabetized, with the exception of the two optional categories, which are listed at the end.

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

OMB NO: 1820-0517

FORM EXPIRES: 7/31/2004

2003

STATE: TENNESSEE

SECTION G: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY					
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL
1) SPECIAL EDUCATION OUTSIDE REGULAR CLASS LESS THAN 21% OF THE DAY						
2) SPECIAL EDUCATION OUTSIDE REGULAR CLASS AT LEAST 21% OF DAY AND NO MORE THAN 60% OF DAY						
3) SPECIAL EDUCATION OUTSIDE REGULAR CLASS MORE THAN 60% OF DAY						
4) PUBLIC SEPARATE SCHOOL FACILITY						
5) PRIVATE SEPARATE SCHOOL FACILITY						
6) PUBLIC RESIDENTIAL FACILITY						
7) PRIVATE RESIDENTIAL FACILITY						
8) HOMEBOUND/HOSPITAL						
9) TOTAL (OF ROWS A-H)						

SECTION H: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES REPORTED IN SECTIONS D & E

1) CORRECTIONAL FACILITIES						
2) CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES						

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_



TENNESSEE  
STATE DEPARTMENT OF EDUCATION  
*Division of Special Education*  
5th Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, Tennessee 37243

**MEMORANDUM**

**To:** Special Education Supervisors/Directors  
**From:** *nm* Nan McKerley  
**Subject:** October 1, 2003 Court Report  
**Date:** November 17, 2003

We are sending you the following forms needed for the October 1, 2003 Court Report in the case of Val Rainey vs. the Department of Education.

- 1. Status of Services**
- 2. List of Inappropriately Served Children and Youth with Disabilities**
- 3. Certification, Persons Suspected of Being Disabled (must be done manually)**

These forms should be completed and returned to this office no later than December 12, 2003.

*Please note that children with disabilities that you denote as "inappropriately served" will be reviewed through the monitoring process. Unless parents refuse services, this listing should be very limited.*

If you have any questions, please contact me at (615) 741-7796.

nm/bt

Enclosures

cc: Joseph Fisher  
Regional Resource Center Coordinators  
Management Consultants

**October 1, 2003 COURT REPORT**  
**OF**  
**CHILDREN AND YOUTH WITH DISABILITIES**

**DUE: December 12, 2003**

**Please return the attached forms to:**

**Nan McKerley  
Tennessee Department of Education  
Division of Special Education  
5<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0380**

**The information provided on the following forms/disks is accurate and documentation is available for review to support this data.**

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**System Name**

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**Director's Signature**

---

**Date**

---

**System #**

Date of Census: October 1, 2003  
Date Due: December 12, 2003

School System or Agency \_\_\_\_\_ System No. \_\_\_\_\_

Each of the Status of Service Codes listed below provide an unduplicated count of all children and youth with disabilities, ages birth through 21 years, who were receiving the described services.

### **CERTIFICATION OF SERVICES**

<b>Status</b>	<b>Receiving Appropriate Services</b>	<b>Number</b>
1	Full Special Education Support Service	1)
2	Enrolled in private program at choice of parent and at parent's expense, with special education services provided by the LEA.	2)

<b>Status</b>	<b>Receiving less than Appropriate Service from the LEA</b>	<b>Number</b>
3	Receiving some special education service but less than recommended service	3)
4	Enrolled in school, public or private, but not receiving needed special education from the LEA.	4)
5	Not enrolled in any education program.	5)

Total	Total Count of children and youth with disabilities reported in Status 1-5.	6)
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The above information and attached list are accurate and represent an unduplicated count of all children and youth with disabilities in this agency.



Date of Census:      October 1, 2003

\_\_\_\_\_  
School System

Date Due:              December 12, 2003

**CERTIFICATION**

**Persons Suspected of**

**Being Disabled**

For each age please provide an unduplicated count of all persons who have been screened and referred for special education services but have not yet been evaluated.

Age	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	Total
Count																							

For each age please provide an unduplicated count of all persons who have been evaluated for a disability but have not yet been determined to be eligible for special education services.

Age	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	Total
Count																							

The above information is accurate and represents an unduplicated count of all persons in this agency who were **suspected** of being disabled.

**LIST OF INAPPROPRIATELY SERVED  
CHILDREN AND YOUTH WITH DISABILITIES  
AGES BIRTH - 21 YEARS**

**Date of Census:**     **October 1, 2003**  
**Date Due:**         **December 12, 2003**

\_\_\_\_\_ **School System**

STATUS	NAME	AGE	ADDRESS	DISABILITY	REASON